



21ST CCLC

NAME OF LEA OR ORGANIZATION	CLINTON COUNTY FAMILY YMCA
ADDRESS	950 S. MAISH ROAD, FRANKFORT, IN
COUNTY	CLINTON
NAME OF CONTACT PERSON	BRITTNEY FRAZIER
TITLE	YOUTH DEVELOPMENT COORDINATOR
PHONE NUMBER	795-654-9622
EMAIL	B.FRAZIER@CCFYMCA.NET
NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	TRISTEN COMEGYS
EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	T.COMEGYS@CCFYMCA.NET

NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)	FREE AND REDUCED LUNCH RATE	SCHOOL GRADE OR RATING	NUMBER OF YOUTH TO BE SERVED	GRADE LEVEL TO BE SERVED
BLUE RIDGE PRIMARY ELEMENTARY SCHOOL (1014)	77.2%	D	30	K-2 ND
GREEN MEADOWS ELEMENTARY SCHOOL (1015)	77.5%	D	30	3 RD -5 TH
THE FRANKFORT CROSSING (B009)	98%	N/A	40	9 TH -12 TH

NAME OF SITE	STREET ADDRESS	CITY/COUNTY
THE FRANKFORT CROSSING	3002 E. WABASH ST.	FRANKFORT, CLINTON COUNTY
GREEN MEADOWS INTERM. /BLUE RIDGE ELEMENTARY	1900 S. JACKSON ST.	FRANKFORT, CLINTON COUNTY
CLINTON COUNTY FAMILY YMCA	950 S. MAISH RD.	FRANKFORT, CLINTON COUNTY

<u>TOTAL GRADE LEVEL(S) TO BE SERVED</u>	K-5TH & 9TH-12TH
<u>PRIORITY AREA</u>	SOCIAL EMOTIONAL LEARNING
<u>OPERATING HOURS</u> (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) *APPLICANTS SHOULD LIST <u>ALL</u> APPLICABLE OPERATING HOURS	AFTER-SCHOOL MONDAY- FRIDAY 3:15PM-5:15PM - GREEN MEADOWS/BLEUE RIDGE AFTER-SCHOOL TUESDAY/THURSDAY 4:00PM-6:00 PM - THE CROSSING SATURDAYS DURING SCHOOL YEAR 10:00AM-2:00PM - THE CROSSING SCHOOL BREAKS/SUMMER WEEKDAYS - THE Y 5:45 AM - 6:00 PM
<u>PROGRAM INCOME</u>	YES



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ASSURANCES (2.5 POINTS)

The Indiana Department of Education requires that the following assurances remain in effect for the duration of the subgrant. The Indiana Department of Education will require assurances with subsequent amendments to this application if required by changes in federal or state law. The applicant assures that:

- It has the necessary legal authority to apply for and receive the proposed subgrant;
- The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application;
- The activities/services for which the assistance is sought under this subgrant will be administered by or under the supervision and control of the applicant;
- The subgrant program will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the IDOE;
- The subgrant program will take place in a safe and easily accessible facility;
- The subgrant program will be carried out as proposed in the application;
- The subgrant program was developed and will be carried out in collaboration with schools the youth attend;
- The subgrant program will utilize an evidence based curriculum that includes professional development;
- The subgrant program will align out-of-school time efforts within school priorities including Indiana Academic Standards;
- The subgrant program will primarily target youth who attend schools who received a D or F school rating for state accountability **or** Does Not Meet or Approaches Expectations for federal accountability; or youth who attend schools with a 40% or higher Free and Reduced Lunch rate;



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- The funds under the subgrant program will be used to increase the level of State, local and other non-federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities;
- The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- The subgrant program will comply with [U.S. Education Department General Administrative Regulations \(EDGAR\) and Uniform Grants Guidance](#)
- The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;
- The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN- QPSA) annually and use the program action plan to guide program improvement and strengthening;
- The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;
- The community was given notice of the applicant's intent to submit; and
- After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;
- The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to



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terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;

- o The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the [USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools](#), dated February 7, 2003.
- o The subgrant program certifies that if it has expended \$750,000 or more in federal funds in the preceding year, it will receive a single audit or program specific audit (2 CFR 200.501)
- o All partners will review and comply with the above assurances.

Clinton County Family YMCA
Applicant Name (LEA or Organization)

Twist C.
Authorized Signature

8/10/20
Date

Memorandum of Understanding:

Clinton County Family YMCA and Greater Lafayette Commerce

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the Clinton County Family YMCA and Greater Lafayette Commerce to collaborate on STEM programming for the Y's 21st Century Community Learning Center Site. This is contingent upon the Y being a recipient of the 21st CCLC grant for the July 2021 – July 2025 allocation season.

Purpose

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

Description of Program Services

The Clinton County Family YMCA agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-Of-School Time program.
2. Provide participants, staff assistance, marketing, and program space for the Robotics in Manufacturing week long summer camp program.
3. Abide by programming standards and rules identified by Greater Lafayette Commerce.
4. Utilize and carry out the CoderDojo program as intended.

The Greater Lafayette Commerce agrees to the following:

1. Provide equipment, materials and programming for a week long Robotics in Manufacturing camp during summer camp programming at a time that works for both organizations schedules. This would be offered at no charge for the Y or participants.
2. Lend the Y with 10 Chromebooks and robotic teaching equipment to implement a CoderDojo program within Summer Camp and After-School Programming.
3. Allow the Clinton County Family YMCA to run a limited background check on all adult volunteers and Greater Lafayette Commerce staff participating in programming.

Terms

The term of this Memorandum of Understanding shall commence no earlier than July 1, 2021 and continue through July 31, 2025. This MOU may be reviewed by both parties annually. This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

Termination Clause

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

Amendments

Amendments to this MOU may be made with the mutual written agreement of both parties.

Hold Harmless/Indemnification

The Clinton County Family YMCA agrees to indemnify, defend and hold the Greater Lafayette Commerce, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of The Clinton County Family YMCA. It is understood that such indemnity shall survive the termination of this Agreement.

The Greater Lafayette Commerce agrees to indemnify, defend and hold harmless The Clinton County Family YMCA, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of the Greater Lafayette Commerce. It is understood that such indemnity shall survive the termination of this Agreement.

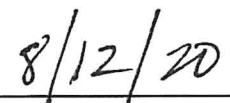
Written Notice

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:


Approvals



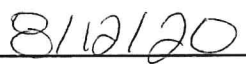
Kara Webb, Workforce Development Director
Greater Lafayette Commerce



Date



Tristen Comegys, CEO
Clinton County Family YMCA



Date



CLINTON COUNTY FAMILY YMCA
Frankfort, IN

21 Century Community Learning Center
PARTNERSHIP AGREEMENT

Between Clinton County YMCA and Transform Consulting Group, Inc.

This agreement identifies the obligations and commitment of Transform Consulting Group, Inc. (TCG), in the role of independent evaluator, in partnering with the Clinton County YMCA, to meet the contractual responsibilities of the 21st Century Community Learning Centers (CCLC) grant as established under the legislative authority of the Elementary and Secondary Education Act – Title IV Part B – Catalog of Federal Domestic Assistance (CFDA) number 84.287. The above named agency agrees to collaborate in a planned effort to accomplish the full objectives of this program and comply with all requests from the lead agency, Clinton County YMCA that do not jeopardize their status of independent evaluator.

Clinton County YMCA is applying for the grant. As such, Clinton County YMCA is the grantee and is legally responsible for:

- 1) The use of all grant funds; and
- 2) Ensuring that the project is carried out by all partner agencies in accordance with Federal requirements.

Both Clinton County YMCA and TCG is legally responsible to:

- 1) Carry out the activities it agrees to perform; and
- 2) Use the funds that it receives under the agreement in accordance with the Federal requirements that apply to the grant.

Acceptance:

I have read, understood and agree to comply with the Terms and Conditions of the Elementary and Secondary Education Act – Title IV Part B – Catalog of Federal Domestic Assistance (CFDA) number 84.287. This agreement binds each member of the group to every statement and assurance made by the Clinton County YMCA in the 21st Century Community Learning Centers Grant Application.

Entered into this 11th day of August 2020:

Transform Consulting Group

Signature
Amanda Lopez, President

Clinton County YMCA

Signature
Tristen Comegys, CEO

Memorandum of Understanding:

Clinton County Family YMCA and The Crossing: School of Business and Entrepreneurship

The Clinton County Family YMCA (The Y) and The Crossing: School of Business and Entrepreneurship (The Crossing) enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by the Y from the Indiana Department of Education.

The Y and The Crossing desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. The Y and The Crossing will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time program at The Crossing Frankfort Campus

Purpose

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

Description of Program Services

The Clinton County Family YMCA agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-Of-School Time program.
2. Provide out-of-school time snacks and supper meals through the Child and Adult Food Care Program.
3. Provide and coordinate safe transportation of youth home following the 21st CCLC Out-of-School Time Program.
4. Provide a Full Time Program Director to oversee the Site Coordinator and to support their collaborative work with school administrators and The Crossing partner agencies (Job Description Attached).
5. Provide a Part Time Site Coordinator. The Site Coordinator will be responsible for coordinating all hiring, training and on-going professional development, as well as providing leadership for all Youth Development Professionals provided and hired by The Y YMCA for the Out-of-School Time Program (Job Description Attached).
6. Be responsible for general program coordination, including set up & clean up and first aid.
7. Be responsible for maintaining evaluation data, attendance forms, and other relevant program documentation as needed by project evaluators.
8. Deliver services as an out-of-school time program on Tuesdays and Thursdays 4:00 – 6:00 PM and Saturdays 10:00 AM – 2:00 PM each week during the school year.
9. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.
10. Provide up to four Youth Development Professionals at The Crossing during the scheduled out-of-school time programming to provide academic enrichment, healthy lifestyles and character

development, academic success, life skills, and pro-social behaviors. Additional staff will be provided if needed to meet required staff to student ratios.

The Crossing agrees to the following:

1. Provide adequate space for services. This will include the use of the gymnasium and computer lab as needed.
2. Work collaboratively with The Y to identify high-priority student participants and to meet needs of youth served in the program.
3. Provide a parent sign-up table for a Y representative to promote the program at School Registration Days or other designated events.
4. Designate a staff and student representative to serve on the Advisory Group from The Crossing.
5. Require teachers or other school personnel to provide Site Coordinator (Clinton County Y Staff) with student participant academic records to ensure monitoring program objectives and annual reporting can be completed.
6. Require teachers of participating students to fill out a survey annually so that the program can monitor behaviors such as improvement of homework completion and quality, class attendance and participation, behavior, academic performance, ability to get along with other youth, etc.

Terms

The term of this Memorandum of Understanding shall commence no earlier than July 1, 2021 and continue through July 31, 2025. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member. This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

Termination Clause

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

Amendments

Amendments to this MOU may be made with the mutual written agreement of both parties.

Hold Harmless/Indemnification

The Y agrees to indemnify, defend and hold harmless The Crossing, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of The Y. It is understood that such indemnity shall survive the termination of this Agreement.

The Crossing agrees to indemnify, defend and hold harmless The Y, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or

however caused to any person or property, because of, arising out of, or related to the active negligence of The Crossing. It is understood that such indemnity shall survive the termination of this Agreement.

Insurance: As part of, but without limiting the hold harmless covenant, The Y shall, during the term of this Agreement, carry a comprehensive general liability or property damage insurance in the amount of ONE MILLION DOLLARS (\$1,000,000). A certificate of said insurance shall be filed with The Crossing before commencement by The Y of performance under this MOU.

Independent Contractor Status

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, worker's compensation coverage and other benefits of any kind, as required by law, for its own employees.

Fingerprinting

The Y YMCA shall conduct a criminal background check of its employees and, upon receipt of those checks, certify to The Crossing that no employee of the contractor working with youth and parents of The Crossing has been convicted of a violent or serious felony as defined by statute.

The Y shall not permit any employee to have any such contact with a student of The Crossing until such certification has been received by The Crossing. The Y shall supply The Crossing with a list of names of those employees who are cleared to work with youth and parents of the district.

Written Notice

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

Approvals

Marissa Mills

The Crossing Designated Representative

8/10/20

Date

Trish O.

Clinton County Family YMCA CEO

08/11/20

Date

Memorandum of Understanding:

Clinton County Family YMCA and Community Schools of Frankfort

The Clinton County Family YMCA and the Community Schools of Frankfort enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by the Clinton County Family YMCA from the Indiana Department of Education.

The Clinton County Family YMCA and the Community Schools of Frankfort desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. The Clinton County Family YMCA and The Community Schools of Frankfort will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time program at Blue Ridge Primary School and Green Meadows Intermediate School.

Purpose

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

Description of Program Services

The Clinton County Family YMCA agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-Of-School Time program.
2. Provide out-of-school time snacks and supper meals through the Child and Adult Food Care Program and Summer Food Service Program through the U.S. Department of Agriculture.
3. Provide and coordinate safe transportation of youth home following the 21st CCLC Out-of-School Time Program.
4. Provide a Full Time Program Director to oversee the Site Coordinator and to support their collaborative work with school administrators and Community Schools of Frankfort partner agencies (Job Description Attached).
5. Provide a Part Time Site Coordinator. The Site Coordinator will be responsible for coordinating all hiring, training and on-going professional development, as well as providing leadership for all Youth Development Professionals provided and hired by the Clinton County Family YMCA for the Out-of-School Time Program (Job Description Attached).
6. Be responsible for general program coordination, including set up & clean up and first aid.
7. Be responsible for maintaining evaluation data, attendance forms, and other relevant program documentation as needed by project evaluators.
8. Deliver services as an out-of-school time program from 3:15 PM – 5:15 PM for any students who attend both Blue Ridge Primary School and Green Meadows Intermediate School. Programming will be available for families before school, school breaks, school closure, and delays offsite at the Clinton County Family YMCA.

9. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.
10. Provide up to four Youth Development Professionals at each site for a minimum of 2 hours a day x 180 days to provide academic enrichment, healthy lifestyles and character development, academic success, life skills, and pro-social behaviors. Additional staff will be provided if needed to meet required staff to student ratios.

The Community Schools of Frankfort agrees to the following:

1. Provide adequate space for services. This will include the use of the Green Meadows Cafeteria. This space will serve both Blue Ridge Primary School students and Green Meadows Intermediate School students. With the two schools physically attached, it will make for a seamless transition for children participating.
2. Work collaboratively with The Clinton County Family YMCA to identify high-priority student participants and to meet needs of youth served in the program.
3. Provide a parent sign-up table for a Clinton County Family YMCA representative to promote the program at School Registration Days or other designated events.
4. Designate a Community Schools of Frankfort representative to serve on the Advisory Group from Blue Ridge Primary School and Green Meadows Intermediate School.
5. Require teachers or other school personnel to provide Site Coordinator (Clinton County Y Staff) with student participant academic records to ensure monitoring program objectives and annual reporting can be completed.
6. Require teachers of participating students to fill out a survey annually so that the program can monitor behaviors such as improvement of homework completion and quality, class attendance and participation, behavior, academic performance, ability to get along with other youth, etc.
7. Obtain written permission from parents to share student information/data with the YMCA.

Terms

The term of this Memorandum of Understanding shall commence no earlier than July 1, 2021 and continue through July 31, 2025. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member. This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

Termination Clause

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

Amendments

Amendments to this MOU may be made with the mutual written agreement of both parties.

Hold Harmless/Indemnification

The Clinton County Family YMCA agrees to indemnify, defend and hold harmless Community Schools of Frankfort, its board of trustees, officers, agents and employees from and against any and all claims,

costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of The Clinton County Family YMCA. It is understood that such indemnity shall survive the termination of this Agreement.

The Community Schools of Frankfort agrees to indemnify, defend and hold harmless The Clinton County Family YMCA, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of The Community Schools of Frankfort. It is understood that such indemnity shall survive the termination of this Agreement.

Insurance: As part of, but without limiting the hold harmless covenant, The Clinton County Family YMCA shall, during the term of this Agreement, carry a comprehensive general liability or property damage insurance in the amount of ONE MILLION DOLLARS (\$1,000,000). A certificate of said insurance shall be filed with The Community Schools of Frankfort before commencement by The Clinton County Family YMCA of performance under this MOU.

Independent Contractor Status

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, worker's compensation coverage and other benefits of any kind, as required by law, for its own employees.

Fingerprinting

The Clinton County Family YMCA shall conduct a criminal background check of its employees and, upon receipt of those checks, certify to The Community Schools of Frankfort that no employee of the contractor working with youth and parents of Green Meadows Intermediate or Blue Ridge Primary Schools has been convicted of a violent or serious felony as defined by statute.

The Clinton County Family YMCA shall not permit any employee to have any such contact with a student of the Community Schools of Frankfort until such certification has been received by Community Schools of Frankfort. The Clinton County Family YMCA shall supply Community Schools of Frankfort with a list of names of those employees who are cleared to work with youth and parents of the district.

Written Notice

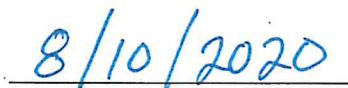
Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

Approvals



Green Meadows Intermediate School Principal

Brian S. Johnson



Date

Karie A. Cloe

Blue Ridge Primary School Principal

Karie A. Cloe

Trish C.

Clinton County Family YMCA CEO

08.10.2020

Date

08/11/20

Date



United Way for Clinton County

PO Box 871
1100 Walnut Avenue
Frankfort, IN 46041
Phone: (765)-654-5573
Email: info@uwclintoncounty.org

June 12, 2020

Clinton County Family YMCA
950 S Maish Rd
Frankfort, IN 46041

Dear Tristen Comegys:

We are pleased to advise you that Clinton County Family YMCA has been included into the approved budget with a 2020 Allocation of \$ 28,000 and will be paid on a quarterly basis. Checks will be issued in July 2020, October 2020, January 2021 and final one in April 2021. The allocation is made subject to adequate receipts on the total pledged plus any late campaign contributions.

We are hoping to help you in other ways in the coming year and look forward to receiving your six month report sharing impacts in the areas as outlined in the enclosed agreement.

Enclosed are two copies of the standard Agency Agreement. Please review and return one signed copy by July 1, 2020. No allocations will be sent until we have the executed agreement for our files.

We look forward to continued growth not only within our United Way, but also through the programs and services your agency provides to our community.

Yours Truly,

Rick Stefaniak

Board President

United Way Mission

To help preserve the dignity and self worth of every individual by mobilizing community
Resources to meet the human service needs of Clinton County



COMPLETED NON-PUBLIC CONSULTATION FORM (2.5 POINTS)

- ☐ Check this box if there are no non-public schools within a 5 mile radius of each proposed programming site

The Clinton County Family YMCA met with **The Crossing** on **08/07/20** in consultation for participation in a 21st CCLC initiative in **Frankfort**.

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

- ☒ Yes, we wish to participate
- ☐ No, we do not wish to participate
- ☐ Yes, we wish to participate and request further consultation

Marissa Mills
Non-Public School Representative

Marissa Mills
Signature



Tristen Comegys
Applicant Representative

Tristen C.
Signature

PROJECT ABSTRACT (2.5 POINTS, 2 PAGES MAXIMUM)

The Clinton County Family YMCA has been serving the Clinton County community for over 30 years through youth development, healthy living, and social responsibility programming. The Y, is a 501(C)3 non-profit organization. The Y has been operating a summer camp, before school, and after-school care program for over 30 years. This is the first time the organization is submitting to be a 21st Century Community Learning Center.

Participants to be Served

We will be serving students who attend Blue Ridge Elementary and Green Meadows Intermediate School which are part of the Community Schools of Frankfort School Corporation. These students are in grades K-5th.

Additionally, we will be serving students in grades 9th-12th who attend The Crossing Educational Center also known as The Crossing: School of Business and Entrepreneurship.

Each school served, serves over 76% of economically disadvantaged students performing below state averages and standards.

Youth Needs

The student needs we have identified through several research methods include additional out-of-school time programming, programming focused on social emotional learning, access to meals after school, and academic enrichment programming.

Activities Proposed

We will meet the needs of participants through a social emotional curriculum and perform activities such as CoderDojo, group fitness, creative expression, life skills, homework help, and service projects.

Outcomes

Through these activities, the following goals will be accomplished: 1) Improve academic achievement; 2) Improve social and behavioral outcomes; and 3) Increase family involvement.

Key People Involved

The Community Schools of Frankfort and The Crossing Educational Center are a core partner in referring and enrolling students as well as providing programming space for the students. In addition, we have several key community partners such as The United Way for Clinton County and The Greater Lafayette Chamber of Commerce.

PROGRAM QUALIFICATION (5 POINTS, 2 PAGES MAXIMUM)**Minimum Criteria**

If awarded this grant, the Clinton County Family YMCA will serve students who attend Blue Ridge Elementary School, Green Meadows intermediate School, and The Crossing. The priority area for each site will be Social Emotional Learning.

Currently, the Y serves students who attend the elementary and intermediate schools listed through a before/after-school care unaffiliated with 21st CCLC. The Crossing would be a new addition to after-school programming; however, not a new partnership.

Each school listed has a free and reduced lunch rate of greater than 40%. In addition, Green Meadows Intermediate and Blue Ridge Elementary Schools have a D school grade. The Crossing does not have a school grade.

Origin of Partnership

The Clinton County Family YMCA has had a relationship with the Community Schools of Frankfort since the organization began in 1991. The Community Schools of Frankfort includes the participating schools Blue Ridge Elementary and Green Meadows Intermediate School. Additionally, The Y has been working to meet the needs of students who attend The Crossing for two years.

Youth programming has been a primary focus for the Y for 30 years and as a result the Community Schools of Frankfort students have made up the majority of program participants in youth sports, swim lessons, summer camp, and before and after-school programming.

As leaders in the community, the Y's CEO and the Superintendent of the Community Schools of Frankfort work side by side in the community. Over the last two years, the Y has been able to demonstrate their commitment to education and youth development by working with the Superintendent on the Early Learning Coalition of Clinton County.

Together, the two entities have created over five high quality early learning programs as determined by Paths to QUALITY in two years. In 2016, Clinton County had zero high quality early learning facilities. With our success in early learning, we decided it was time to focus on our school age children and increase their access to resources that will help them learn, grow, and thrive.

This need and idea developed when The Community Schools of Frankfort was a recipient of a Resilient Youth Grant through North Central Health Services in 2019. The funding from the Resilient Youth Grant was for school corporations to implement programs in social and emotional learning. The Y was invited to the Community Schools of Frankfort's professional development events focused on SEL and the need for youth serving organizations in our community to get on board seemed essential for the work of the school system to stick.

Since this initial interaction with SEL, the Clinton County Family YMCA applied for an allocation from the United Way for Clinton County for a project called *Developing Changemakers*. The Y was awarded \$28,000 in 2020 to focus on implementing Conscious Discipline within each department of the Y as well as creating a school age space with trauma informed design.

With the knowledge that the Y was taking each opportunity to implement SEL alongside the school system our intent to apply and request for partnership was met with overwhelming support.

In addition to the Community Schools of Frankfort, the Y has had a working relationship with The Crossing. The Crossing is an alternative school for students in 9th-12th grades. The Y's partnership with The Crossing includes students attending the Y weekly for physical education. Together, we've seen an increase in students' confidence, participation in out-of-school time activities, attendance, and academic performance.

Having focused on similar areas in the past, including them within this application will allow us to serve these students more frequently and in a larger capacity.

Priority Area

Based on the population the Y would be serving as a 21st CCLC the priority chosen is Social Emotional Learning..

PRIORITY POINTS (5 POINTS, 1 PAGE MAXIMUM)

In terms of priority points, the Clinton County Family YMCA appears to qualify for priority points as a new applicant who has not received 21st Century Community Learning Center funds in the past.

We have spent the last several years improving our School Age Child Care program in preparation for this grant cycle.

In addition, the K-5th locations we plan to serve, Green Meadows Intermediate and Blue Ridge Primary schools, are within Frankfort Community Schools. Frankfort Community Schools is identified as a Rural and Low Income (RLIS) eligible district reported on the fiscal year 2019 Reap Eligibility sheet.

NEED FOR PROJECT (10 POINTS, 7 PAGES MAXIMUM)

As noted in the request for proposal, the 21st CCLC was created to provide academic enrichment opportunities during non-school hours for youth, particularly youth who attend high-poverty and low-performing schools. Through this grant we would be serving students who attend three schools who meet those qualification factors.

Data Evidence

Our community's need for this project has been demonstrated throughout the COVID-19 pandemic when out-of-school time for children increased due to Governor Holcomb's Stay at Home Order. For over a decade, the Clinton County Family YMCA has operated the USDA's Child and Adult Care Food Program and Summer Food Service Program. Traditionally, through a calendar year we serve just over 40,000 meals. In 2020, from March through July we served over 30,000 meals alone to school age children. This is no surprise considering the schools we serve have a free and reduced lunch

rate of over 77% with one school in particular having a 98% rate. This demonstrates the economic disadvantages within our community.

Not only can the need for this project be demonstrated through poverty level but through academic performance. In a joint setting, we will be serving Green Meadows Intermediate School and Blue Ridge Elementary School. Interestingly, both schools are physically attached to the other and encompass similar academic data. Both schools have a D school rating.

Taking a deeper dive into the data in terms of academic performance, according to the Indiana Department of Education students who attend Green Meadows Intermediate performed below the state average on state proficiency assessments in English/Language Arts, Mathematics, Science, Social Studies, and Reading.

In terms of demographic data, 77% of students who attend Blue Ridge and Green Meadows are considered economically disadvantaged. Additionally, over 53% of students at Green Meadows and over 47% of students at Blue Ridge are designated as Hispanic.

On a more successful note, both schools' chronic absenteeism percentage is below the state average.

In analyzing data for The Crossing, we discovered a similar percentage of students who were economically disadvantaged at just over 76%. The demographics include 61% of students identifying as white, 15% as African-American, 17% as Hispanic, and 6% as Multi-Racial.

In terms of academic data, the percentage of students who are meeting college and career readiness benchmarks on the SATs is 33.3% which is significantly below the state average of 52.3%. When compared to schools of a similar nature they still rank below average. Similar schools have a percentage of 48.7%.

When considering The Crossing as a site, behavioral data was an instrumental part of the decision. One statistic that stuck out shared that 40% of students were considered dropouts while the state average is 5.9%. This is a significant disparity. Schools similar to The Crossing have a percentage of 12%.

Current Programming

Within the Community Schools of Frankfort's elementary and intermediate schools, out-of-school time programming includes access to individual before and after-school care programs offered by The Clinton County Family YMCA, Boys and Girls Club of Clinton County, and Blue Ridge Elementary/Green Meadows Intermediate School. Care is provided to students who attend Pre-K-5th grades.

Each program provides a snack, homework help, safe environment, and free play.

Additionally, The Y and Boys and Girls Club offer summer camp programs for students in K-5th grades. This programming includes summer literacy, field trips, meals, and free play.

The Y and Boys and Girls Club serve students at their Frankfort campuses who also attend Clinton Prairie Elementary and Clinton Central Elementary Schools who are two additional school districts within Clinton County outside of the Community Schools of Frankfort.

Service gaps include tailored activities to meet the needs of the students and community. Additionally, the integration of services for the entire family beyond care of school age participants.

Outside of family nights and group outings organized by The Crossing there has not been organized out-of-school time programming created for these students.

Enhance or Expand

As noted previously, Out-of-school time programming is currently fairly limited for the targeted students. One opportunity would be for the 21st CCLC to expand After School Daycare for Blue Ridge Elementary and Green Meadows Intermediate School. With a 21st CCLC being onsite and serving children attending those schools it could function as a safe extended care environment once 21st CCLC programming ends at 5:15 PM.

Currently, the Clinton County Family YMCA offers a summer camp program. This program is offered every week day 6:00 AM - 6:00 PM. With this site becoming a 21st CCLC it would most certainly expand and enhance this program. This grant would increase accessibility for families in the community as well as decrease the barrier of transportation to and from the program. This grant would give the

Y the ability to offer transportation for students during the summer. Additionally, funding will allow for a higher level of educated staff due to the level of compensation we would be able to provide. This would increase the impact the program makes on students.

Due to the lack of out-of-school time programming for students who attend The Crossing there is not an opportunity to expand or extend current programming because current programming simply does not exist.

Identified Needs

The needs that have been discussed were identified through several methods of research and data collection. This includes a student activity, discussions with administrators, observations of students, parent surveys, and local research.

Currently, the Clinton County Family YMCA offers a before/after-school and summer program for children in K-5th grades. In an effort to gather data, staff walked participants through an activity that included multiple choice and verbal discussion. Parents of the same participants were given a survey for their input and to determine the needs of their children.

In order to discover the needs of the students who attend The Crossing, we leveraged observations, feedback, and input of school administrators, Y staff, and student interactions. Y staff input and student interactions were easily obtained during current onsite programming at the Y.

Data from reports such as the 2020 Indiana Youth Institute Kids Count, Indiana Department of Education school profiles, and 2018 North Central Health Services' Health Needs Assessment were also used to gather community specific information.

PARTNERSHIPS (5 POINTS, 3 PAGES MAXIMUM)

Project Collaboration

At the Y, we believe that in order to strengthen the community it is essential that we leverage a collective approach with other community partners but also within our own organization.

Housing a 21st CCLC through the Y would allow the program to tap into the resources available through the different arms of the organization. This includes fitness programming, nutritional support, and youth sports.

Within the Y's walls we have staff, facilities, and food services that can be made available to the 21st CCLC sites. The pool of staff includes the expertise of the Y's Program Director and Marketing Director. The Program Director has over 20 years of experience in the health and wellness field with a Bachelor of Science Degree in Kinesiology and Physiology. We will be utilizing this staff person's knowledge and time as we integrate group fitness, physical activity games, and morning stretching as identified in the weekly schedule. This person will also be used as a mentor for 21st CCLC staff. Additionally, the Y has a full-time Marketing Director who will utilize their expertise to make the 21st CCLC visible within the community but also assist the 21st CCLC with carrying out the Communications Plan as identified in this application.

The Y's facility includes a full court gymnasium, swimming pool, ninja warrior course, racquetball court, fitness studio, youth fitness studio, sand volleyball court, and baseball field. These amenities will be utilized during summer programming and during field trips for The Crossing and Blue Ridge/Green Meadows participants.

Additionally, the Y houses the USDA's Child and Adult Care Food Program and Summer Food Service Program which will be utilized throughout the school year and summer programming.

Outside of the Y, we have identified several community partners. First and foremost, the Community Schools of Frankfort and The Crossing will be our primary partners in terms of facilities and students.

In addition, we are excited about the opportunity to integrate STEM activities through a partnership with Greater Lafayette Commerce. They will be implementing a CoderDojo program and supplying the program with 10 Chromebooks. This activity will be integrated weekly into programming at summer camp and the Blue Ridge/Green Meadows site. Implementing CoderDojo will allow participants to learn how to code, build a website, create an app or a game, and explore technology in an informal, creative, and social environment.

In addition to CoderDojo, this organization will organize and run a Robotics in Manufacturing camp for a week each summer. This camp will leverage community volunteers and manufacturers from the industrial park in Frankfort.

During this week of programming, students will explore a different area of manufacturing each day paired with a life skill. An example of this would be, Robotics paired with Teamwork. Students will work together to build a robot and

then present their work to other participants. We are looking forward to molding SEL work with STEM work through this opportunity.

Another community partner includes The United Way for Clinton County. This partnership is unique in that it encompasses several areas such as funding potential, community data and research, and advocacy. This organization is an instrumental part of our small rural community and keeps the pulse on community needs. Additionally, they are a funding source of the Clinton County Family YMCA and of the current School Age Child Care program. Our School Age program has been awarded a grant for the 2020-2021 allocation season that ends in July of 2021.

Due to the nature of how United Way allocates funds, we are not able to secure an MOU solidifying funding in future years. United Way has included our Y in their yearly allocation for over 30 years. We have included our allocation letter for the 2020-2021 allocation season. During this allocation season, the Y will be working to lay the foundation for a 21st CCLC program. This includes implementing Conscious Discipline, creating a space utilizing trauma informed design, and social emotional programming. Within the application to United Way we shared our desire to become a 21st CCLC.

Identifying Partners

If selected as a 21st CCLC, this would be our first time participating. With that in mind, when we identified partners we wanted to bring partners to the table that we have a history of working with and know the level of professionalism and community impact they are able to deliver.

The schools, United Way, and Greater Lafayette Commerce each had a face to face meeting with Y staff to discuss community needs and how their resources could be included into this opportunity.

Each of our partners assist us in reaching the program's needs and goals. Without the participation of the Community Schools of Frankfort or The Crossing we wouldn't have the collaborative relationship with educators necessary to be a successful 21st CCLC.

Greater Lafayette Commerce has access to resources and expertise that we currently do not have that can assist us in helping students improve social emotional skills but also their proficiency in mathematics.

The United Way has given us the ability to catapult our program forward prior to becoming a 21st CCLC. In terms of social emotional learning, it is essential that our staff have the necessary skills and tools to properly respond to children. Our opportunity to integrate Conscious Disciplines into our program prior to becoming a 21st CCLC will allow us to have best practices put into place prior to launching into a deeper dive of social emotional learning with the students.

Volunteers

By nature, the Y is a volunteer led but staff driven organization. One of the responsibilities of the 21st CCLC Program Director is to identify and recruit volunteers for the 21st CCLC. Recruitment tactics will include asking Y Board Members, program participant family members, school personnel, community organizations, and members of the Y to be volunteers or refer appropriate volunteers.

The volunteer needs of the program include individuals or organizations who can assist us in integrating and carrying out service learning projects, life skill lessons, and creative expression. Volunteers will be recruited based on their interests, background, profession, and ability to relate to program participants. With this recruitment tactic it will enhance the programming offered through the 21st CCLC because we are leveraging the expertise of others.

The 21st CCLC Program director will onboard volunteers by educating them on the program and its intended objectives/goals, volunteer expectations, the Y as an organization, and conclude with a background check and reference check.

PROGRAM DESIGN (15 POINTS, 10 PAGES MAXIMUM)

Recruitment Criteria

The criteria we will use to recruit educationally disadvantaged youth and their families includes their need of a safe place to go after school, interest in exploring new interest areas, and their academic and behavioral performance at school. We will leverage our relationship with the schools as a referral source.

Additional recruitment will occur at Back to School nights and marketing initiatives at key times: summer break approaching and back to school time.

The schools that will be served include Blue Ridge Elementary School, Green Meadows Intermediate School, and The Crossing.

Community Data:

The community data that we utilized in demonstrating the need for out-of-school programming includes the poverty rates of the schools we are proposing to serve, access to mental health services, and the percentage of free and reduced lunch students transitioning to college. For additional community data please refer to the "Need for the Project" portion of this application.

According to their IDOE school profiles, the Blue Ridge and Green Meadows student bodies include 77% of economically disadvantaged families. The Crossing's student body includes 76% of economically disadvantaged families. These statistics demonstrate a population with a lower socioeconomic status.

When we link these statistics with the American Psychological Association's article *Children, Youth, Families and Socioeconomic Status*, we find that lower levels of socioeconomic status are associated with higher rates of emotional and behavioral difficulties, including social problems, delinquent behavior symptoms and attention deficit/hyperactivity disorder, depression, anxiety, attempted suicide, and aggression. This research shows us that the demographic of families we are serving would benefit from the program goals a 21st CCLC program can provide through a social emotional learning priority area.

Programming focused on social emotional learning is greatly needed in our community because of the lack of access to mental health services. According to Indiana Youth Institute, our ratio of population to one mental health provider in 2018 was 2690 to 1 while the state average is 670 to 1. While we can't solve the need for additional mental health providers, we can provide students and their families with the opportunity to learn self-awareness, self-management, responsible decision-making, relationship skills, and social awareness.

Working with both elementary and high school students within our community is an essential part of the success of this program. Our community's high school students need resources as soon as possible. According to Indiana Youth Institute's 2020 kids count data in 2017 only 37.3% of children who are free and reduced lunch in Clinton County are enrolling in college; however, the state average is 50.1%. Our families with low socioeconomic status need the additional support for their children to break the cycle of poverty.

Parental Involvement

Parental involvement will occur as frequently as possible. This will include CoderDojo presentations at family nights where family members will be encouraged to dive into a CoderDojo project with the student participating. Additionally, we will host speaker series during family nights with featured topics such as budgeting, meal preparation, parenting skills, etc. Participation will be promoted through calls from Site Coordinators, newsletter, and digital and print communications.

Snacks and/or Meals

Snacks and meals will be provided to students participating in programming through the Child and Adult Care Food Program during the calendar school year and through the Summer Food Service Program during summer breaks. The Clinton County Family YMCA holds a grant for both programs. This will meet the requirement for meals and snacks to meet the standards of the USDA.

Students participating in afterschool programming will receive dinner upon arrival to the program site. Students participating in summer programming will receive breakfast, lunch, and an afternoon snack.

Weekly Schedule

Green Meadows
Intermediate/Blue Ridge
Elementary After-School
Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
3:15-3:45pm	Snack	Snack	Snack	Snack	Snack
3:45-4:00pm	Bathroom/Handwashing	Bathroom/Handwashing	Bathroom/Handwashing	Bathroom/Handwashing	Bathroom/Handwashing
4:00-4:30pm	Group Fitness Class	CoderDojo	Volunteerism Activity	Creative Expression	CoderDojo
4:30-5:15pm	Physical Activity/ Game	Scratch Coding	Service Project	Artful Thinking	Scratch Coding
5:15 PM	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
Total Program Hours:	2 hours	2 hours	2 hours	2 hours	2 hours

The Crossing School Year Schedule

	Tuesday	Thursday
4-4:30	Snack	Snack
4:30-5:00pm	Group Fitness Class	Group Fitness Class
5:00-6:00pm	Physical Activity/ Game	Physical Activity/ Game
6:00 PM	Dismissal	Dismissal
Total Program Hours:	2 hours	2 hours
	Saturday	
10:00-10:30am	Morning Stretch	Ex: Growth Mindset activity, adult mentor activity, daily emotion check in.
10:30-11:30am	Life Skill Lesson	Ex: Making a recipe, money management, parenting class, budgeting, grocery shopping prep.
11:30-12:00pm	Technology	Ex: Coding activities, online school prep
12:00-12:30pm	Lunch	
12:30-1:00pm	Technology	
1:00-2:00pm	Social Responsibility Project	Ex: Community projects, service projects, family engagement activities
Total Program Hours:	4 hours	

School Breaks/ Summer
Camp: Full Day Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
5:45-7:00am	Morning Greeting	Morning Greeting	Morning Greeting	Morning Greeting	Morning Greeting
7:00-7:30am	AM Snack	AM Snack	AM Snack	AM Snack	AM Snack
7:30-8:30am	Technology Corner	Technology Corner	Technology Corner	Technology Corner	Technology Corner
8:30-9:00am	Literacy Station	Literacy Station	Literacy Station	Literacy Station	Literacy Station
9:00am-9:30am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9:30-10:00am	SEL Morning Meeting	SEL Morning Meeting	SEL Morning Meeting	SEL Morning Meeting	SEL Morning Meeting
10:00-10:45am	Physical Fitness	CoderDojo	Artful Thinking	Social Responsibility	Volunteerism
10:45-11:30am	Creative Expression	Physical Activity	Service Project	CoderDojo	Group Fitness Class
11:30-12:00pm	Personal Choice	Personal Choice	Personal Choice	Personal Choice	Personal Choice
12:00-12:30pm	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:00pm	Free Choice Gross Motor	Free Choice Gross Motor	Free Choice Gross Motor	Free Choice Gross Motor	Free Choice Gross Motor
1:00-3:00pm	Swim Lesson/Free Swim	Swim Lesson/Free Swim	Swim Lesson/Free Swim	Swim Lesson/Free Swim	Swim Lesson/Free Swim
3:00-3:30pm	PM Snack	PM Snack	PM Snack	PM Snack	PM Snack
3:30-4:15pm	Service Project	Creative Expression	Physical Activity	Group Fitness Class	CoderDojo
4:15-5:00pm	CoderDojo	Service Project	Creative Expression	Artful Thinking	Social Responsibility
5:00-6:00pm	Free Choice Fine Motor	Free Choice Fine Motor	Free Choice Fine Motor	Free Choice Fine Motor	Free Choice Fine Motor

Alignment to Standards

As seen through the weekly schedule, the program will implement daily activities that directly align with the Indiana Academic Standards and Indiana Afterschool Standards. Programming such as CoderDojo aligns directly with Indiana SEL standards.

For example, while learning how to develop video games and multi levels of video games, participants will be challenging the following standards: SEL 2B, 3A, 3B, and 4A. This is also demonstrated when students are working with a partner for video game coding. They will have to learn and adapt to constantly needing to demonstrate communication skills.

Another demonstration of alignment includes participants frequently using the SEL Standard 6C through service projects. While working as a group, participants will need to analyze, synthesis, and evaluate many hardships in the community. Asking questions to find out more information on current events deemed appropriate for participant age groups. Coming together to form a plan of implementation to better serve the community.

While learning to understand body awareness and sensations in the body, site staff will be teaching tools for the participants to use to self regulate, through physical activity. Finding their personal strength in daily activities will directly correlate to educational confidence in the classroom and at home.

Standards and program alignment will be evaluated weekly by Site Coordinators and the 21st CCLC Program Director.

Staff Recruitment and Retention

At the Y, we believe in recruiting staff that is representative of the community we serve. Additionally, we're an equal opportunity employer. All applicants will be considered for employment without attention to race, color, religion, sex, sexual orientation, gender identity, national origin, veteran or disability status.

In an effort to retain quality staff, we have built in several employee benefits. Benefits include an employer matching Church Pension Plan through YMCA Employee Benefits that can be transferable to any Y within the United States. Additionally, all staff will receive a Y Membership of their choice, a discount on programming, and complimentary childcare while on duty. The 21st

CCLC Program Director will receive a health insurance plan that includes medical, dental, and vision which is split 70% company funded and 30% employee funded.

Professional development opportunities will be plentiful for staff to participate in. Professional development will be tailored to the program goals and needs but also the career goals of the staff person. The reason we take this approach is because research shows that when you invest in staff through professional development they are more likely to stay. According to LinkedIn's 2018 Workforce Learning Report, 93% of employees would stay at a company longer if it invested in their careers.

Benefits and professional development are a critical part of our recruitment and retention plan; however, if we do not pay our staff a liveable wage it is not lucrative for them to remain within the program. That is why we have based our wages on our local communities' average salaries as compared to similar positions.

The following table demonstrates staff positions, employment status, hourly rate/salary, and locally compared wage according to the salary tool on Indeed.com

Staff Positions			
Position	Employment Status	Hourly Rate/Salary	Local Comparison
21st CCLC Program Director	Full-Time	\$40,000 Per Year (\$30,000 funded through 21st CCLC Funds)	Compared this position to a Child Care Director who averages \$32,346.
Site Coordinator Blue Ridge/Green Meadows/Summer Camp	Part-Time **This could be full-time if shared with The Crossing**	\$15 Per Hour	Compared this to a Child and Youth Program Assistant at \$13.27 per hour.
Site Coordinator The Crossing	Part-Time	\$15 Per Hour	Compared this to a Child and Youth Program Assistant at \$13.27 per hour.
Youth Worker/Instructional Staff	Part-Time	\$12 Per Hour	Compared this to a Youth Worker who averages \$12.13 per hour.

Transportation Staff	Part-Time	\$10 Per Hour	Compared to a Bus Driver at \$14.59 per hour. We decreased this wage because they will be driving a minibus with no additional licenses required.
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EVIDENCE OF PREVIOUS SUCCESS (7.5 POINTS; 5 PAGES MAXIMUM)

Demonstrated Recruitment and Retention

Over the last 30 years, the Clinton County Family YMCA has operated a school age program before, after-school, and during the summer. We can demonstrate our success with recruiting and retaining program participants from looking at enrollment data between 2018 and 2020.

Through program improvement initiatives, communication with the Community Schools of Frankfort, and a Marketing and Communications plan that focused on high community visibility the school age program grew by 48% between 2018 and 2020.

Retention of program participants within the overall organization can be seen through the transition from children participating in the Y's early learning program to participating in school age programming once they transition to Kindergarten.

In 2020, 95% of the children transitioning from early learning to Kindergarten are now participating in the Y's before and after-school care program. This percentage would have been 100%; however, the program was already full.

Currently, 79% of children who are enrolled in the before and after-school program have been a participant for an average of 3 years in the Y's childcare programming.

Demonstrated Attainment of Academic Outcomes

We can demonstrate our success in attaining academic outcomes for student participants through our out-of-school programming in 2020 during the Stay at Home order. We operated our school age program for families who were designated as essential workers. Each child in attendance was

participating in elearning. 90% of the students participating completed their work on time and at grade level as determined by report cards.

Becoming a 21st CCLC will allow us to have the resources and connections necessary to amplify our success in attaining academic outcomes for student participants.

Recruitment and Attendance Strategies

If selected as a 21st CCLC, we will continue our current recruitment strategies and add in the recruitment of students at Back to School Night activities in partnership with the Community Schools of Frankfort and The Crossing.

To promote consistent attendance, we will frequently highlight student success to family members and teachers so that both parties are aware of the impact programming is making on the student. Additionally, to receive participant buy-in and commitment we will integrate their interests and feedback into programming daily. For example, if students at The Crossing are passionate about serving a specific organization through their service project we will pursue a project with that organization.

If needed, we will incentivize attendance with incentive programs that are appropriate for the age groups we serve. An example of this would be during our summer program, each day a student attends they will receive camp bucks to be able to use at the camp store each Friday. The more days they attend the more camp bucks they can redeem at the end of each week.

An incentive program that would be appropriate for The Crossing would include a certificate of exemplary attendance they can then list on their resume for future job seeking and college applications.

The strategies we will use to ensure youth receive academic support needed to demonstrate improved academic achievement include the monitoring of academic performance through conversations with teachers, paying attention to what the student participant needs to complete for class, and report cards. Program staff will communicate with students and families to ensure work is being completed on time and if additional assistance is needed with homework help.

PROGRAM IMPLEMENTATION (15 POINTS; 5 PAGES MAXIMUM)

Evidence Based Programming

The program will be implementing evidence-based social and emotional learning curriculum from the Collaborative for Academic, Social, and Emotional Learning (CASEL) for both summer and school year programming. CASEL's competencies directly align with the Indiana Academic and SEL standards. With the implementation, the program will increase social awareness and self awareness of the regular participants. Daily activities promoting self regulation will help participants in the school and home environment. CASEL is used to model appropriate behavior management, by using cross age mentoring, group and partner activities such as reading to one another, and for adult life coaching for participants.

Goals, Objectives, Performance Measures, Activities and Assessment

Elementary				
Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
1) Improve Academic Achievement	1) Increase mathematics achievement among regular participants 2) Increase literacy achievement among regular participants	Integrate CoderDojo STEM activity Life Skills STEM Lessons: EX, Measuring ingredients, measuring everyday items, Academic enrichment activities such as Reading Recipes, learning everyday instructions, life skills necessities. Social Responsibility Activities to improve literacy competencies	60% of elementary RAPs will increase their percentile on the ELA portion of the NWEA assessment from fall to spring 60% of elementary RAPs will increase their percentile on the math portion of the NWEA assessment from fall to spring 70% of RAPs improved their academic performance behavior from fall to spring, or no improvement was needed. 70% of RAPs	NWEA Schools share fall and spring scores in a Google SheetReport card grades Cayen generated Teacher Survey

			improved completing their homework to the teachers satisfaction, or no improvement was needed, from fall to spring.	
2) Improve Social and Behavioral Outcomes	<p>1) Increase self awareness while participating in group activities</p> <p>2) Increase self awareness while participating in classroom activities</p> <p>3) Improve classroom habits</p>	<p>Group Fitness Classes led by certified fitness instructors.</p> <p>Physical fitness group games led by adult instructors</p> <p>Service Projects will be used to increase RAPs ability to follow sequences.</p>	<p>70% of RAPs showed increased behavior around behaving well in class as a result of the program.</p> <p>60% of students in the program will have no suspensions or detentions throughout the school year.</p>	<p>Teacher Surveys</p> <p>Suspension data provided from school site (Parent survey as secondary option)</p>
3) Increase Family Involvement	<p>1) Increase attendance to Parent- Teacher Conferences</p> <p>2) Increase families' access to methods of communication with the school</p>	<p>CoderDojo project presentation at site Family Night</p> <p>Consistently greeting parents</p> <p>Building relationships with families</p> <p>Staff monitoring success of participants</p> <p>Daily access to computers at sites</p>	<p>70% of parents report they attended at least two parent teacher conferences during the program year.</p> <p>60% of parents report that they check their child's homework at least twice per week or more.</p>	<p>Parent survey created by evaluator. SurveyMonkey link or paper version available.</p>

High School - The Crossing				
Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
1) Improve	1) Increase	Life Skills	60% of RAPs will	School site data

Academic Achievement	<p>preparedness for state assessments</p> <p>2) Increase academic confidence with activities that challenge participants' Critical Thinking processes</p> <p>3) Decrease the number of dropouts</p>	<p>activities: how to make a study guide, note taking.</p> <p>Life skills activities: using common language arts requirements</p> <p>CoderDojo: coding using mathematics Learning to use scientific calculators, rulers, and measurement utensils.</p> <p>Offer activities that challenge participants' Critical Thinking processes</p>	<p>earn a B or better, or increase their grade in math from fall to spring.</p> <p>60% of RAPs will earn a B or better, or increase their grade in ELA/Reading from fall to spring.</p> <p>70% of RAPs improved their academic performance behavior from fall to spring, or no improvement was needed.</p> <p>90% of 12th grade RAPs will earn a high school, or equivalent.</p>	<p>records</p> <p>Cayen generated Teacher Survey</p>
2) Improve Social and Behavioral Outcomes	<p>1) Improve self awareness while participating in group activities</p> <p>2) Improve participation in educational settings</p>	<p>Physical fitness led by instructor</p> <p>Tools to help refocus</p> <p>Improve educational habits with games and incentives</p> <p>Yoga to concentrate</p>	<p>70% of RAPs showed increased behavior around behaving well in class as a result of the program.</p> <p>70% of RAPs showed increased behavior in their ability to get along with others.</p>	<p>Cayen generated Teacher Survey</p>
3) Increase Family Involvement	<p>1) Increase family attendance at graduation</p> <p>2) Increase</p>	<p>Build relationships with parents at Family Nights</p> <p>Consistently</p>	<p>90% of graduating RAPs' parents will attend graduation</p>	<p>Attendance Records</p> <p>Parent Survey</p>

	attendance for Family Nights	showcase participants' success Consistent parent communication about their child and upcoming events Parents have access to use computers in order to stay up-to-date with their child's academics	60% of families report they attended at least 2 family nights throughout the program year.	
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Summer				
Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
1) Improve Academic Achievement	1) Decrease summer learning loss	Integrate CoderDojo activities	60% of students performed better on the math post assessment compared to the pre.	CoderDojo Pre/ Post Assessment
2) Improve Social and Behavioral Outcomes	1) Prepare students for transition to the next grade level	Older youth mentor younger youth to prepare for advanced grade	70% of students get along better with others by the end of the program.	Program Teacher Survey
3) Increase Family Involvement	1) Increase family involvement in students education throughout the summer	Student led family activity outside of program	70% of parents report they participated in at least one provided activity per month with their child.	Parent Survey

PROGRAM COMMUNICATION (5 POINTS, 2 PAGES MAXIMUM)

Communication Plan

The Y believes that communication within organizational program areas is one of the most important aspects of effective program design. If chosen as a 21st CCLC, this program will be included in The Y's organizational Marketing and Communications Plan.

As it pertains to this grant, the Y will be in frequent contact with school leadership, school staff, community stakeholders, and program participant families. Not to mention, ensuring that there is a high visibility of our 21st CCLC throughout the community.

In an effort to continue to foster a working relationship with school leadership the CEO of the CCFY will attend school board meetings regularly and have annual meetings with the Superintendent of the Community Schools of Frankfort and Principals of Green Meadows Intermediate School and Blue Ridge Primary School a minimum of twice per year to discuss the outcomes of the program and needs they are seeing within our community.

Additional communication with the principals will include check in emails and phone calls from the Program Director to ensure the program is meeting their operational standards set forth in the MOU.

The nature of The Crossing is slightly different from the Community Schools of Frankfort. The CCFY CEO will attend The Crossing's Board Meetings four times per year to update their board of directors on the program outcomes and receive feedback. Additionally, the Program Director will meet with the Site Leader (Principal) and other teaching staff as identified by the Site Leader at the beginning, middle, and end of the school year to discuss program outcomes and continually improve the program delivery and outcomes. Site Leader is equivalent to the title of Principal as it pertains to The Crossing.

In reference to students attending Green Meadows Intermediate School and Blue Ridge Primary School, the 21st CCLC Program Director and Site Coordinators will primarily work with school staff to access data, academic records, and alignment of out-of-school time efforts to student success. Each year, once students are enrolled into the 21st CCLC program the Site

Coordinators will reach out to the students' respective teachers to begin a working relationship. During that time, their preferred communication method, frequency of communication, etc. will be determined to aid in a smooth communication process.

Student academic records from The Crossing will be provided upon request from the Site Leader to the 21st CCLC staff.

Student academic records from Blue Ridge Elementary School and Green Meadows Intermediate School will be provided by the teachers of the respective students upon request.

With this being the first time any of these schools have partnered with a community organization in this capacity there will be some learning curves in terms of shared information and communication. Learning curves would be on behalf of the Y and each respective school and their staff. All parties are looking forward to discovering the best way to communicate and impact children within our community.

Outside of communicating with school staff and community stakeholders, communication with family members is essential to the success of the student participants. Site Coordinators will utilize email, phone calls, and monthly digital and printed newsletters to discuss students and overall programming. Family members who pick up the participant will receive daily verbal communication from staff. Family nights will be held to build relationships which helps foster a higher level of communication.

21st CCLC Terminology

We will abide by and incorporate the brand guidelines of being a 21st CCLC. Both our Marketing Director and CEO have experience working with and integrating brand standards appropriately. The requirements will be met through all marketing efforts and publications including but not limited to print, web, and social media.

Our program will charge a \$35 annual fee to assist in offsetting costs that cannot be covered within 21st CCLC funding; however, this will not be listed on marketing materials.

IDOE 21st CCLC Program Professional Development Plan

Program Name	Clinton County Family YMCA
Program Director	Brittney Frazier
Dates of Implementation	June 1, 2020—June 30, 2021

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
Trauma, Healing, and Prevention: 4 Part Series	Indiana Afterschool Network	Improve staffs knowledge and understanding of providing trauma informed care	Staff will be able to serve our demographic based on their needs and experiences	Program Director – 1 Site Coordinator – 2 Youth Workers – 8	4	\$360	21 st CCLC	Aug., Sept., Oct., Nov. 2020	Cultural and Human Diversity
Site Behavior Management 101	Redwoods	Improve program safety	Ensure a safe and healthy environment for participants and staff	Program Director – 1 Site Coordinator – 2 Youth Workers – 8	1	\$0	N/A	Upon Hire	Professionalism
Child Sexual Abuse Prevention	Redwoods	Improve program safety	Ensure a safe and healthy environment for participants and staff	Program Director – 1 Site Coordinator – 2 Youth Workers – 8	1	\$0	N/A	Upon Hire	Professionalism
Hurt People, Hurt People	Cambio Group	Improve staffs knowledge and understanding of providing trauma informed care	Staff will be able to serve our demographic based on their needs and experiences	Program Director – 1 Site Coordinator – 2 Youth Workers – 8	8	\$2,500	21 st CCLC	Prior to Fall 2021	Cultural and Human Diversity
Developing Activities That Support	Indiana Academy of Out-of-	Increase staffs knowledge of	SEL competencies will be delivered effectively to student participants	Site Coordinator -2	0.2	\$0	N/A	July 2021	Developmental Practice Methods

Character Development and Promote Social Interaction	School Learning	integrating activities and SEL										
Exploring Developmental Needs and Characteristics: Age Group 5 to 7	Indiana Academy of Out-of-School Learning	Increase staffs knowledge of what their expectations should be for this age group.	Programming can be tailored to the developmental needs of children.	Site Coordinator -1 Youth Workers - 4	.7	\$0	N/A	July 2021	Developmental Practice Methods			
Exploring Developmental Needs and Characteristics: Age Group 8 to 10	Indiana Academy of Out-of-School Learning	Increase staffs knowledge of what their expectations should be for this age group.	Programming can be tailored to the developmental needs of children.	Site Coordinator -1 Youth Workers - 4	.7	\$0	N/A	July 2021	Developmental Practice Methods			
School-Age Care as a Family Service: Emphasis on Planning Opportunities for Family Involvement	Indiana Academy of Out-of-School Learning	To provide the Program Director with a spring board to embark on family engagement.	This would allow us to develop a high program quality because our program goals would be able to be attained through effective communication and family engagement.	Program Director-1	.2	\$0	N/A	Fall of 2021	Relationship & Communication			
School-Age Care as a Family Service: Emphasis on Relationship Building	Indiana Academy of Out-of-School Learning	To provide the Program Director with a spring board to embark on family engagement.	This would allow us to develop a high program quality because our program goals would be able to be attained through effective communication and family engagement.	Program Director-1	.2	\$0	N/A	Fall of 2021	Relationship & Communication			

Professional Development Plan Cost:

Total Estimated Cost	\$2,860	% of Total Budget	1.1%
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PROFESSIONAL DEVELOPMENT (10 POINTS; 5 PAGES MAXIMUM)

Professional Development Plan

We have designed a professional development plan utilizing the template provided; however, having never been a 21st CCLC the training that would be available during our first allocation year was limited. We based this plan on initial training our staff will need to participate in.

Please note that the professional development chart proceeded this page.

Assessment

Professional development for staff members will be determined by several factors. We will be utilizing the Y's Cause Driven Competency Model and Evaluation system which calls for a collaborative evaluation process. This process includes the individual and their supervisor to select competencies, essential functions, and organizational goals the staff member will be evaluated on at the beginning of a performance review period. This evaluation is discussed 4 times throughout the year. During the evaluation, the staff member and supervisor discuss the staff members career goals and personal development opportunities as they pertain to their essential functions and competencies. Additionally, we invest in staff who express an interest in furthering their career inside or outside of the organization.

Professional development will also be determined by the needs of program participants and the community.

Staff Plans

The first year of the grant cycle will be our first year operating 21st CCLC programming that is directly tied to SEL and academic achievement. With this fact in mind, our plan for all staff is to lay the foundations of family engagement, safety and health, and understanding the developmental needs of the youth we serve.

We believe that all levels of staff need to be involved in professional development as it pertains to safety and understanding the backgrounds of our families. That is why we have slated for all staff to attend professional development geared toward the impact of trauma and environment.

We have our Blue Ridge/Green Meadows and Summer Camp Site Coordinator along with Youth Workers taking online courses about developmental needs of children. It wasn't necessary for our Program Director to also participate because they are already equipped with that knowledge.

Currently, we know that family engagement is an area we could use some improvement on. Having our Program Director assigned to that topic of professional development made the most logical sense so that they could bring that down throughout all programming.

Enhancing Quality

Each year professional development will be based on the understanding, experience, and knowledge of our staff and what knowledge we need in order to impact the children we serve.

EVALUATION (10 POINTS, 5 PAGES MAXIMUM)

The evaluation design includes a mixed-method approach of a formative and summative evaluation to measure progress towards the goals, objectives and measures described in Section 8: Program Implementation. The goals and performance measures of the program have been developed to be consistent with Indiana's statewide goals and objectives as defined by IDOE. Specific performance measures are aligned with each objective to describe how progress towards the overarching goals will be measured.

Transform Consulting Group (TCG) has been selected as the local evaluator for this project (see attached MOU). The evaluation plan is outlined in the table below. The plan includes the type of data to be collected, the purpose of the data, the timeline of when it will be collected, and the data tool used for collection. TCG will receive and analyze all the data to summarize in the annual evaluation report.

Type of data to be collected

The evaluation will assess how the program has been implemented (*formative assessment*) through completing **two on-site observations** and the **Indiana IN-QPSA**. TCG has an office and staff located in Wabash County and Indianapolis, so site visits will be easily scheduled. TCG will work with Clinton County YMCA 21st CCLC staff to complete the IN-QPSA mid-way through the program year (typically in January). This will provide a helpful reflection of areas that are strong in the program and areas to improve based on the Indiana Afterschool Standards. The evaluator will help us develop a plan of action

based on the self-assessment to make any modifications for the remainder of the program year.

To inform the annual program evaluation, we will collect **program participant demographics, daily attendance, student grades, math and ELA** academic performance data, and an **SEL assessment** (using the Search Institute Youth and Program Strengths assessment).

We will also collect qualitative data, including feedback from parents, teachers, and students. The **parent feedback** will address questions about their engagement with the student's school and learning, and include their thoughts on student achievements from the program. The **teacher feedback** will include questions about the students' change in academics, behavior, and social/emotional health as a result of the program. The **student feedback** will ask questions to gauge their learning and ideas of personal growth as a result of the program.

All of the data collected will be summarized in an end-of-the year program evaluation report (*summative assessment*) submitted to IDOE, discussed and reviewed by Clinton County YMCA 21st CCLC staff, and presented to school staff.

When the data will be collected

TCG will develop a more detailed "Data Management Plan and Schedule" based on the Evaluation Plan described in the table below that outlines each performance measure, the purpose of the measure, the data source (question/item number in data tool), when the data will be collected for each measure, by whom, where the data will be stored and when the data will be analyzed and available for reporting purposes. This plan will be shared with the Program Director and reviewed with our school partners. TCG will track and monitor the completion of the plan and schedule.

What instruments will be used for data collection

Data tools have been developed, as described in the table below, to report on the program goals, objectives and performance measures outlined in Section 8.

Evaluation Plan			
Data Type	Purpose	Timeline	Data Source
Student Demographics	Inform the executive summary; Assess diversity of students served	Ongoing; Program will collect via enrollment forms at the start of the year and when a	Cayen

		new student enrolls; Program will enter data throughout program year	
Program Attendance	Identify regularly attending participants (RAP); Target students in need; Inform the executive summary	Program will collect daily; enter weekly and submit monthly	Cayen
Academic Achievement	Inform the performance measures; Inform program decisions, including focus of academic activities	School partners will share grades and assessments data at the beginning of the year and end of the school year	Student report card grades and assessments
Parent Feedback	Inform the performance measures; Inform observation of student outcome; inform future program decisions, parent engagement and communication	The survey will be sent in the spring, including reminders in April and May	TCG parent survey
Teacher Feedback	Inform the performance measures; Inform observation of student outcome; inform future program decisions	The evaluator will send the survey in the spring with automatic reminders built in	DOE teacher survey from Cayen
Student Feedback	Inform the performance measures; Assess student perceptions of change; Inform future program decisions, like activities and interactions.	The YPSS survey will be completed in the spring annually.	SEARCH Institute Youth and Program Strengths (YPS) Survey
Site Observations	Assess the program's alignment with the Indiana Afterschool Standards to discover areas of strength and opportunities for improvement.	TCG will visit each site twice during the school year; once in the fall and once in the spring	TCG observation checklist
Indiana Quality Program Self-Assessment (IN-QPSA)	Assess the program with the Indiana Afterschool Standards to rate their performance and develop a program improvement plan.	Program staff will complete the self-assessment in January to assess mid year progress and have time to make necessary adjustments for the remainder of the program year	Indiana Afterschool Network QPSA assessment tool online. Generate program plan results

Use data to drive program improvement

The Clinton County YMCA is already oriented as a data-driven organization collecting and using data to refine programming and outcomes for the students we serve. The addition of the local evaluator is welcomed to help affirm what we are doing well and identify areas for improvement.

TCG will regularly share data collected with the Clinton County YMCA 21st CCLC staff after it's received. TCG will identify **key findings** and **recommendations** that our program staff will use and implement changes accordingly. In addition, TCG offers to facilitate training with Clinton County YMCA 21st CCLC staff on Continuous Quality Improvement "Plan-Do-Study-Act" (or PSDA) framework. This training outlines a framework and tools on how to use data to drive program improvement using Implementation Science research. TCG will deliver this training mid-year in year one after the first semester of data has been collected to review that data (site visits, beginning of the year academic data, and IN-QPSA) and identify results that the program staff are not satisfied with and develop a plan of action using the PSDA framework to make improvements.

Local Evaluator

The Clinton County YMCA will partner with Transform Consulting Group (TCG) to provide evaluation services for the 21st CCLC grant. TCG has extensive experience working with youth programs and the 21st CCLC grant program.

- TCG has participated as a 21st CCLC grant reviewer for the state of Indiana, Alabama and the District of Columbia
- TCG is the current evaluator for three other 21st CCLC grants administered by the Wabash County YMCA and the Kokomo YMCA.
- TCG has helped both of those organizations successfully design their 21st CCLC program and write their grant application.
- TCG staff have presented several sessions at the Indiana Afterschool Network's conference and the Midwest Regional 21st CCLC conference in Evansville last fall.
- TCG staff trained hundreds of youth workers on program evaluation and using data to drive their impact.
- TCG staff have worked numerous youth serving organizations on developing and evaluating their programs across the state of Indiana, including YMCAs, Boys and Girls Clubs, and locally developed youth serving organizations
- TCG staff have subject matter expertise in social emotional learning, college and career readiness, literacy tutoring, and STEM programming, research and state and national trends.
- TCG staff helped IAN develop and write the Indiana Afterschool Standards.
- TCG team members include past educators, social workers and data analysts.

Amanda Lopez, MSW, currently leads the evaluation and research efforts conducted by TCG. Ms. Lopez has nearly twenty years of experience working with youth organizations. Additional TCG team members will also be involved in the evaluation. These team members have prior experience managing a 21st CCLC grant program, including working with the Wabash YMCA and other grantees. TCG understands the programmatic and evaluation requirements of the 21st CCLC program, the annual program evaluation report and how to support programs in using their data to strengthen outcomes for students. TCG has successfully prepared and submitted timely program evaluation reports for 21st CCLC grantees in Cohorts 8 and 9.

Strategies of Measurement

TCG and Clinton County YMCA reviewed the Indiana 21st Century Community Learning Centers Outcome Measurement Framework to determine which goals, objectives and performance measures most aligned with the overall mission of the Clinton County YMCA and focus for this expanded and enhanced program. We consulted with our school partners and reviewed their school improvement plan to also ensure strong alignment with their goals and focus. Lastly, the Clinton County YMCA also internally reviewed data that is already being collected by existing instruments that they wanted to continue focusing on with this grant program.

After all of this review, TCG developed goals, objectives and measures that were shared with the Clinton County YMCA for final review and feedback. We selected targets based on previous performance, where available, and what we thought was realistic and achievable.

Academic and Attendance Performance Measures

Measuring academic performance is something new for the Clinton County YMCA. We consulted the school's improvement plan to understand where they were focusing and a current baseline. We will use the beginning of the year grades and assessments to better understand the status of our students' academic needs and strengths to develop supports to help them improve.

By having certified teachers provide individual tutoring daily, we are excited about the possibility of meeting our students academic needs. In addition, we are also going to be support their social emotional needs that research shows is connected to academic achievement. Academic enrichment, social emotional learning and tutoring are key components of the 21st CCLC program. The measures align to the activities that we are providing in the program and are grounded in research linked to improved academic achievement.

The Clinton County YMCA has had a strong track record related to attendance and retention of students as previously stated. We plan to continue to deploy

those effective strategies to meet our RAP goals and retain our students throughout the program year.

SAFETY AND TRANSPORTATION (5 POINTS; 3 PAGES MAXIMUM)

Transportation to and From

Transportation for the Green Meadows and Blue Ridge site does not require transportation to the site; however, transportation from the site would be at parents' discretion. Carpool arrangements will be made as need arises. Mini busses are available as an influx in need arises.

Transportation for The Crossing site will have carpooling options available. A portion of the participants will transport themselves to and from the program. The Y's two mini busses will be available if there is a need.

Needs of Working Families

The programs will begin directly as the school day ends. Those participants needing transportation to programming will be provided with options that fit best into families needs. All programming ends as most jobs are releasing for the evening. Giving parents the opportunity to pick up from the program on the way home or an option will be provided.

On-site Safety

All program participants will have program registration forms on file at the program site. Upon dismissal, authorized adults on the registration pick up list, must show ID to site staff. Sign out sheets will be signed by authorized adults. Staff to participant ratios will be maintained at all times during program hours. Any off site activities will have adequate staffing ratios, with frequent head counts, and staffing list with exact names of participants. Participants will have assigned seats on assigned busses for any off site activities. All emergency forms will be taken and held by the site coordinator in case of any type of emergency.

Hiring Practices

All job postings for site staffing will list any requirements for the site positions. No person under the age of 18 will be hired for site positions. All persons will be required to obtain certifications prior to hire. Any new requirements set forth or any person hired will be obtained in a timely manner. Frequent professional development will be provided for all program staff and volunteers.

Background Checks

The Program Director will have a locked filing cabinet for all staff and volunteer personnel files. Key for the cabinet will be in the possession of the Program Director only. All employment is contingent upon clean background check. Background checks will be in personnel files, only the Program Director will know the results of background checks.

PROGRAM STABILITY (2.5 POINTS; 2 PAGES MAXIMUM)

At the Y, we view grants as an opportunity to drive programming and program impact forward. We do not view grants as a resource we should depend on to stabilize or continue programming. The stability of our program can be seen through our years of operating our current School Age program for over 30 years without the assistance of 21st CCLC funding.

This programming would be able to be sustained through the use of local United Way funding, program fees, and annual campaign dollars. At the Y, we do not turn away anyone because of their inability to pay. Our Y membership structure and annual giving campaign was created to subsidize the cost of programming for families who otherwise wouldn't be able to afford it. Additionally, we are currently registered as a Child Care Development Fund recipient which is also a financial assistance resource to ensure access for families.

In order to sustain programming, we would need to charge a weekly program fee; however, not turning away anyone because of their inability to pay. In 2019, we awarded over \$400,000 in financial assistance throughout our organization. We share this number to demonstrate our capacity to give and increase accessibility for the community.

Throughout the first year of the program, our goal is to simply impact program participants through our identified program objectives. Then in turn publicize and talk about that impact. When you tell your story and your story of impact as an organization time, talent, and treasure become less difficult to find.

In terms of talent, year one will be a year where we have to foster relationships with new volunteers. Our goal is to build relationships with 10

volunteers, outside of our Advisory Council, who have the background and expertise to assist with our identified program activities and program goals.

Additionally, professional development for staff will be a crucial part of building a team of high-level youth workers. Funding through 21st CCLC will allow us to increase capacity in terms of staff recruitment. The wage we are currently able to pay versus an increased wage if we became a learning center will allow us to recruit experienced staff.

If we are successful in creating a high-level youth worker team, recruit experienced staff, increase our volunteer pool, and communicate our impact this would create sustainability within key areas of the program. Without the appropriate staff you can't effectively operate a youth development program. Without proper communication and promotion potential participants, donors, and advocates would be unaware of the programs impact or opportunities available. When you bring in volunteers, whether through other organizations or individuals it expands the pool of people who are impacted by the program.

We would have key resources in place to maintain the program regardless of 21st CCLC funding. Which are several pieces we have been striving to put together within current programming; however, the resources to jump in haven't been as plentiful as they would be through a formalized tried and true programming structure like 21st CCLC.